



**Office of Innovation and School Reform (OISR) Receivership End of Year/4th Quarter Report 2016**

<b>School Name</b>	Henry Street School for International Studies (01M292)
<b>School BEDS Code</b>	310100011292
<b>District</b>	1
<b>Superintendent *(Chancellor)</b>	Carmen Fariña, Chancellor
<b>School Principal</b>	Miles Doyle
<b>Additional District Personnel Responsible for Program Oversight and Report Validation</b>	Daniella Phillips, Superintendent Aimee Horowitz, Executive Superintendent for Renewal Schools Sharon Rencher, Senior Advisor to the Chancellor
<b>Grade Configuration</b>	08,09,10,11,12,SE
<b>SIG/SIF/SCEP, and Cohort/Model</b>	Cohort 5

- 1. Please describe the greatest challenge yet to be addressed? What steps are being taken to address this challenge? What support from the Office of Innovation and School Reform would be helpful in addressing this challenge?**

The NYCDOE uses the Framework for Great Schools to monitor the school's progress. The Framework for Great Schools encourages all members of the school community to work collaboratively to improve student achievement. The school's progress is evaluated through the lens of an analytical approach, examining data, adjusting the plan, and shared responsibility in assessing effectiveness.

The school has a School Comprehensive Educational Plan and a School Improvement Grant (SIG), which is used as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The challenges that are to be addressed are reflected in the needs assessment data of the School Comprehensive Educational Plan (SCEP) across the framework areas. A challenge to be addressed is:

## **Supportive Environment**

An area of focus has been supporting students social and emotion needs. In order to accomplish this our school has taken multiple steps both in-house and with the help of our SIG partnership. For example, one of our SIG partners, Ramapo for Children will provide our 7th and 8th grade advisors with strategies for de-escalation, conflict resolution and positive behavior reinforcement. They also will provide a three-day, overnight retreat to Ramapo, NY, for 15 of our most challenging students and three volunteer faculty members. The purpose of the retreat was to expose students to an environment where they had to work as a team, solve problems and communicate effectively. Ramapo for Children is currently training our Guidance Counselors on effective strategies for mediation through effective communication. Our Dean attended NYDOE training in Life Space Crisis Intervention and has learned to mediate and to de-escalate conflict. He has turn-keyed this learning to the faculty during professional development sessions. The guidance team and our Dean have approached mediation in non-traditional ways. Technical Assistance Center for Disproportionality (TAC-D) was provided by NYU for all faculty on how individual biases can factors into suspensions. The Pupil Personnel Team (PPT) meets monthly to review and discuss at risk students for potential referral to Special Education.

The school receives support from the Office of Federal/State Education Policy and Grants, Office of Renewal as well as our Superintendent and districts.

The Office of Innovation and School Reform should continue to provide support and resources for the needs identified by the school and the NYCDOE.

- 2. What is the greatest accomplishment from the past year you would like the community to know about your school that not many people know?**

## **Rigorous Instruction**

We currently have two AP Courses in the content of American History (for students who scored 80% or higher on Regent) and Chinese (for any students who are interested and have a least 3 years of World Languages). One of the main reasons that the principal recommended making the above selections is that they are fully aligned with both the Common Core Learning Standards and the New York State Learning Standards. We created rubrics for ensuring that all lesson plans and learning activities in all core content areas are closely aligned to CCSS and all New York State Learning Standards. As a result, the impact we have seen is an improvement in the quality of teacher planning, and more consistency in adherence to the scope and sequence as evidenced by classroom observations. As a result, the impact we have seen is more consistent implementation of all the components of Independent reading and as a result of the students enhanced reading this was reflected in the January Regents examinations which evidenced increases between 20-36% in achievement. Additionally, our school is no longer on the Receivership list. Our new accountability status is Good Standing.

**3. What is one practice that OISR should continue in working to support Receivership schools?**

OISR should continue to provide opportunities for schools to document their growth through the progress monitoring process.

**4. What is one practice that OISR should discontinue in working to support Receivership schools?**

The progress monitoring template should be simplified to not solicit repetitive information from schools and districts. OISR should discontinue unannounced visits which are disruptive to the school community.

**5. What is one practice that OISR should consider adopting in their work to support Receivership schools?**

OISR should consider facilitating site visits across districts to schools that have made improvements in order to support Receivership schools in improving their practices. Success stories of Receivership schools could be shared to facilitate information and best practice sharing for example through webinars with opportunities for questions and answers among participants. OISR should also support schools in using DataWise to drive and monitor change.

**6. Did the superintendent receiver use his/her superintendent receivership authority? If so, what is the most impactful way that superintendent receiver authority was used in the last year? Please explain.**

Beginning in July 2015, the NYCDOE engaged in regular consultation with the leadership of its collective bargaining units representing teachers – United Federation of Teachers (UFT) – and school supervisors – Council of School Supervisors and Administrators (CSA) – regarding the construct of receivership and related requirements. NYCDOE is considering any elements of the revised SCEP, SIG, or SIF plans that require changes to the collective bargaining agreements, for example mandatory participation of all school staff in summer professional development activities.

**7. How has the school decision making process changed during the first year of Receivership? How has this contributed to improved outcomes?**

A public hearing was held to discuss receivership and its requirements. We were pleased to hear directly from parents, students, and community members about what the school needs to improve to be successful. We recognize that families are key partners in achieving academic excellence for their children, and family engagement will continue to be a key element in these efforts. The Community Engagement Team (CET) makes recommendations for improving the school and solicits input regarding its recommendations through public

engagement. This additional input and engagement has led to increased focus on improving student outcomes in the school.

**8. Would you send a district team to a “What Works in Receivership - Best Practices” Conference?**

Yes, we would send a district team to a “What Works in Receivership – Best Practices” Conference.

**9. Would your district be willing to present a best practice at that conference?**

Yes, we would be willing to present a best practice at the conference.

**10. If so, what best practice would you present?**

We would determine our best practice to present in consultation with our Community Engagement Team (CET). The school is willing to present a practice on teacher and cabinet team inquiry.